

THE
Connecticut Common School Journal,
AND
ANNALS OF EDUCATION.

EDITED BY RESIDENT EDITOR.

VOL. XI. NEW BRITAIN, NOVEMBER, 1863. No. 10.

EDUCATIONAL MEETINGS.

THE deep interest which has been so extensively manifested by teachers in meetings for professional improvement, within the last few years, augurs well for the cause of education. A score of years ago, the number of organizations, whose aim was the improvement of schools, was very small, and the attendance upon their meetings very limited. A few earnest and devoted teachers were unceasing in their efforts to awaken a more general professional feeling,—but they were often compelled to labor under the most disheartening circumstances, but few, comparatively, seconding their efforts. For many years it was an up hill work, and men of less zeal would have faltered and given up in despair. But the cause of truth and right is ever onward, and though discouragements and obstacles at times almost “hedge up” the way, as a whole progress will be sure. They who persevere in any good work will find their reward. The early laborers in the cause of popular education may feel well rewarded for all their labors and discouragements, in witnessing the advancement that has been made.

During the month of August, two of the largest and most comprehensive associations held their annual meetings, and an unusual interest was manifested, both in the character of the exercises, and in the number of those in attendance. The National Association met at Chicago, Ill., and the American Institute of Instruction at Concord, N. H., and we believe that hundreds of teachers returned from these meetings with wiser plans, more true enthusiasm, and in many respects better fitted for their work. At these meetings there were representatives from all, or nearly all, the loyal States. We can not give space to a detailed account of the doings at either of them, but feel that some notice is required. The "National Teachers' Association," of which Hon. John D. Philbrick was President, met at Chicago, and was welcomed in a very appropriate speech by W. H. Wells, Esq., city Supt. of Schools. The annual address was given by Mr. Philbrick, and was well received by a very large audience. The other lecturers during the session were,—

T. D. Adams, Esq., of Boston; Prof. E. A. Grant, of Louisville, Ky.; Hon. John M. Gregory, Supt. of public instruction for Michigan; S. W. Mason, Esq., of Boston; Z. Richards, Esq., of Washington, D. C. The exercises were of a highly interesting nature, and the meeting was pronounced the best of the series held by the Association.

The meeting of the American Institute of Instruction at Concord, was very large and harmonious. An excellent spirit prevailed throughout, and the several lectures were listened to with marked interest. The Institute was cordially welcomed to New Hampshire by Gov. Gilmore, to whom Prest. Stone made an appropriate response. While it is true that the lectures were able we can not but feel that there is just ground for the criticism in the following item from our friend Briggs, local editor of the *Illinois Teacher*:

"The proceedings were entirely harmonious and unusually profitable. Every speaker was promptly on hand, and no exercise failed from any cause. By far the most interesting and practical exercise of the session, was the 'talk' of Prof. Mark Bailey on Elocution and the Teaching of Reading.

Holding a crowded house till half-past twelve, he might have gone on till two without having a person leave. The reason is to be found in the fact that the speaker is a teacher, talking of something which all teachers are eager to learn. This leads to the inquiry, why, with so many men at hand who have grown gray in the service, was it necessary that four of the six lectures should be delivered by clergymen, only one of whom is supposed to have any special interest in our profession? When was ever a teacher invited to lecture before a convention of clergymen? or, if such a thing should possibly happen, to what extent would his views be received as orthodox? We do lasting injury to ourselves and the profession by thus doing; for the impression at once received is that we have among us no men capable of filling these appointments."

We believe the above may be said without the least disparagement to the members of other professions. We are, indeed, greatly indebted to many of them for their coöperation in many ways. Members of the clerical profession, particularly, have ever been ready to aid in the teacher's work and they deserve the thanks of every friend of education for the interest they have so uniformly manifested. But the point is, that the true elevation of any profession demands that its members shall be most active in carrying forward its peculiar work,—and while at our educational meetings we should always welcome clergymen and others, we have no right to tax them to do the work which the best good of our profession requires that teachers should do for themselves. It may be well always to have some from other professions,—but not the majority. And yet, it must be said, that those who have such meetings in charge, are often obliged by circumstances beyond their control, to go outside of the profession to secure the needed lectures. We hope that hereafter it will be found that there is enough of talent, interest and energy in the profession to meet all proper demands.

The following are the officers of the two Associations for the year ensuing :

NATIONAL TEACHERS' ASSOCIATION.

President—W. H. Wells, Chicago.

Vice-Presidents—Richard Edwards, Bloomington, Ill.; Wm. Roberts, Philadelphia, Pa.; G. F. Phelps, New Haven, Conn.; J. L. Packard, Madison, Wis.; D. Franklin Wells, Iowa City, Iowa; A. J. Rikoff, Cincinnati, Ohio; James G. Elliott, Faison's, N. C.; O. C. Wright, Washington, D. C.; C. S. Pennell, St. Louis, Mo.; G. W. Hoss, Indianapolis, Ind.; J. W. Bulkley, Brooklyn, N. Y.; John D. Philbrick, Boston, Mass.; E. F. Strong, Bridgeport, Ct.

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For the Common School Journal.

NATIONAL TEACHERS' ASSOCIATION.

On the 5th day of August last, commenced the fifth annual meeting of the National Teachers' Association in Chicago; the largest educational meeting ever held in this country. Nearly all of the loyal states were represented, and some of those which had been reckoned among the *disloyal*.

From New England there was a large delegation, and also many from New York. For several days prior to the meeting, large parties on their way to the Convention, filled the trains and steamers. On the first of August, a large company, via the *Grand Trunk Railway*, arrived at *Port Sarnia* on *Lake Huron*. Here the party embarked on board the steamer *Antelope*, for a trip up the Lakes to Chicago. The boat was filled with passengers altogether beyond the means of accommodation. Fortunate was the man who could find state-room or berth; (these were very properly reserved for ladies.) Nay, if he found even a blanket, and a space five feet by one and a half, on the cabin floor, or on deck on which to stretch himself, he was quite happy. And he who had a seat at the second or third table, (the first was occupied by ladies, except when *gentlemen* crowded them out!) was all smiles, while with one eye he looked facetiously "*over the left*" at his less fortunate neighbor, who with elongated face and gnawing stomach, waited for the fourth!

But the company was, in general, full of good cheer, passing the time in song, speech and story. Those who had not accommodation for sleeping, did all in their power, very disinterestedly, through the night for the edification of those who would have slept but for their merry neighbors.

On the second day out a storm arose, and for a few hours "*the waves lifted up their heads*;" and then it was amusing to see men and women haste to lay theirs *down*! A time of reckoning had come, and many with pale faces deprecated the *casting up*; but the *Fates* were inexorable. However, after the loss of a meal, there was an amnesty; a *settlement* was made, and all went on again as cheerily as the marriage bell.

On Monday, August 3d, having passed through the Strait of Mackinaw into Lake Michigan, we arrived at the North Manitou Island, where the steamer was to land for the purpose of "*wooding*." As this would occupy a couple of hours, the good Captain of the Antelope gave a furlough to all who would go on shore, that they might enjoy themselves in picking raspberries, which were to be found in abundance near the landing. On the way to the field we entered a meadow, and were attracted to a small building that appeared to be occupied. On arriving at the same, it was found to be filled with children, having a teacher at their head. This school-house is about twelve feet by eighteen, of the most simple character—a mere shanty, and yet it answered the purpose for which it was used, with comparatively little discomfort. Being used only in the summer, it is warm enough; and its open joints afford a free circulation of air; of course there is *good* ventilation. The Island is sparsely peopled, and almost as many nationalities are represented as there are families. The distance, cold and storms of winter, render it impracticable for children to attend school except in the warm season. The interior of the house, its furniture, &c., were of a piece with its exterior. Twenty-three young children, male and female, constitute the school. Of these, seventeen were present engaged in learning the simple elements of an education and receiving instruction.

At their head is a young lady, who impressed all with her remarkable self-possession, dignified and courteous carriage, and gentle and modest deportment. This lady being on a visit to the Island, some four years ago, and finding the children without the means of instruction, collected them together in the building spoken of above, and in the spirit of the Great Teacher became their instructor. At first her labors were gratuitously given; but for the last two years she has received a small compensation for services rendered.

On our return to the steamer it was found that all had been delighted with the visit to the school; and the idea of making a substantial expression in honor of the lady, and of sympathy with her in the noble work of her hands, met with cordial approbation. A meeting of the passengers was called, J. W. Bulkley, Brooklyn, N. Y., was chosen chairman, and A. C. Robbins, Providence, R. I., appointed Secretary. The chairman stated the object of the meeting, and related what had been learned concerning the school and its teacher, and then suggested that a subscription be circulated at once, and funds collected for the purchase of an *American Gold Watch*, to be presented to the lady, in honor of her self-denying labors, and as expression of our sympathy with her in the cause of Popular Instruction. Accordingly a committee was appointed for the collection of funds, and the purchase and presentation of the watch, consisting of Messrs. J. W. Bulkley, Brooklyn, N. Y.; A. J. Phipps, New Bedford, Mass.; E. F. Strong, Bridgeport, Conn.; Mrs. T. D. Adams, Newton, Mass.; and Miss R. Howard, Boston, Mass. The committee were directed to publish a report of the proceedings, together with the correspondence in relation to the presentation.

A beautiful, eighteen carat, *Waltham, American Gold Watch*, (hunting case,) price \$85, was bought in Chicago with the money raised, (a little less than \$70.) The gentleman of whom we purchased it, generously gave it to us at the manufacturer's price; he also donated a gold key. We regret that we have lost the name of this gentleman, or we should be pleased to make honorable mention of him.

The name of the lady, ANGELICA M. BUSS, was beautifully engraved upon the watch.

Mr. Bulkley, the chairman of the committee, being unable to accompany the party on the return trip, prepared a letter of presentation, which, with the watch, was confided to one of his associates, A. J. Phipps, Esq., City Superintendent, New Bedford. Mr. P. with the party called upon Miss B., and after a very appropriate speech, read the letter, and placed the watch in the hands of the lady. In few words and with deep emotion she thanked him with all her heart for the beautiful souvenir. On this occasion as on the first, she won all hearts by her modest, courteous and lady-like bearing.

LETTER OF PRESENTATION.

CHICAGO, August 13, 1863.

MISS ANGELICA M. BUSS:

Respected Lady:

On the 3d inst., a company of gentlemen and ladies, on their way to the annual meeting of the National Teachers' Association, recently held in this city, touched at the North Manitou Island.

During the brief stay of the party, it was the pleasure of some to make your acquaintance and learn of your work of faith and labor of love among the children of the island.

What we saw and heard, deeply impressed us with respect and love for the character of one who, under great embarrassment and self-sacrifice, had isolated herself from loved friends and associations, and devoted the best powers of her mind to the instruction, mental culture and educational training of the young.

Prompted by a desire to honor you for your devotion to a noble work, and to show our interest in the cause of popular education, the party, with great cheerfulness and unanimity, raised a sum of money with which to purchase an American Gold Watch, to present to you, as a token of the high regard and respect they have for you and the cause in which you are successfully laboring.

Be pleased to accept this testimonial of our esteem, with assurance of sympathy, love and prayer, for you and your pupils.

With great respect, we are, most truly yours,

J. W. BULKLEY,

Chairman of the Committee.

REPLY TO THE LETTER.

NORTH MANITOU ISLAND, Aug. 25, 1863.

MR. J. W. BULKLEY:

Kind Sir:—I was very much surprised on the 15th inst., by receiving from you a letter expressing kind feelings toward me; also a more substantial token of esteem—a Gold Watch—the gift of a party of gentlemen and ladies who visited my school.

The magnitude of the gift and the kind expressions contained in your communication, have almost made me dumb until the present moment; but I must try and make some acknowledgment for your kindness. And first, permit me to say, you greatly over estimate my self-sacrifice, for it is indeed a great pleasure for me to instruct the young, to see them improve, mentally, morally and physically; and what gives me so much satisfaction can not be considered a great hardship. However, I am greatly pleased to receive your gift, as it is an evidence of your interest in popular instruction and education, the means by which our liberties must be perpetuated. I shall ever keep it by me, and when I look at it shall think of the donors, the occasion of the gift, and the sympathy and generous feelings which prompted you and your associates to such liberality.

I shall be most grateful if I can still have your sympathy and advice; and very glad to hear from you, from time to time, in relation to the cause of popular education, a subject in which we all feel so deep an interest.

Very respectfully yours,

ANGELICA M. BUSS.

We have thus fulfilled the duties devolved upon us by the meeting, in the purchase and presentation of the watch, and the publication of the proceedings and correspondence.

In behalf of the committee,

J. W. BULKLEY, Chairman.

BROOKLYN, Sept. 17, 1863.

A SHORT STORY FOR TEACHERS.

On a balmy autumnal evening, when the harvest moon was shedding her mellowing influence, Neighbor Jones, in a certain New England town, had a husking frolic. The boys and girls of Neighbor Smith and others, were there, of course. Having stripped a goodly pile of yellow ears, the young folks went into the house, to enjoy themselves in the frolics and sports characteristic of youth, and of such occasions. Now Neighbor Jones belonged to the Franklin School, and, like its great founder, believed that the way to become "healthy, wealthy, and wise," is to go "early to bed and early to rise;" and although he was willing, on this special occasion, to indulge his young friends in hours somewhat later than was his custom, nevertheless, he set them his usual good example, by taking early leave of them and starting for bed. The boys and girls were not unwilling, of course, to be left to themselves; but were not a little surprized, a moment afterwards, upon hearing the door open just far enough for neighbor Jones to show his face, and to be heard to say: "Now, young folks, when you get through with your plays, go home orderly and peaceably, and make no noise that will disturb the neighbors: and boys, do n't put Neighbor Brown's hay-cart on the top of his corn-barn; for it will make him very mad, and *may* break his cart."

Here was a puzzle for the boys. Half doubting the testimony of their ears, they greatly wondered how the ingenuity of man, and especially of neighbor Jones, could ever have devised such an unheard of feat; and their wonder ceased only when they became intensely engaged in the discussion of the question, whether such a thing could possibly be done. As is usual in such cases, when young heads are put together, their discussion ended by a practical test. Having taken the cart to pieces, they succeeded, by dint of much lifting and by the aid of ropes and ladders, in hoisting it up by piecemeal upon the roof, where it was put together and placed astride of the ridge-pole of the corn-barn.

Now, Neighbor Brown, the owner of the cart and cornbarn,

although geographically one of the nearest neighbors, was socially farthest off from the neighborhood of any man in town, and was, withal, a very uncomfortable person to deal with. He had, among others, this one bad trait,—he was very unpopular with all the boys. How this neighbor Brown rubbed his eyes the next morning, when the sun was rising over the cornbarn, and refused for a while to believe those eyes; how he violated the third commandment; and how there followed neighborhood quarrels, personal bickerings, and vexatious lawsuits, it is not our present purpose to inquire. Suffice it to say, that whenever Neighbour Brown hinted, or gave it as his opinion, that the boys of Jones, Smith, and others, were at the bottom of that mischief, said boys invariably declared upon their sacred word and honor, that the last thing Neighbour Jones said to them before going to bed was, to warn them not to put Brown's cart on the corn-barn!

Reader, have you never seen teachers troubled and vexed with pupils whose mischief knew no bounds, and who were largely indebted for their first hints to such a course to the suggestive ingenuity of the teacher himself? Many a pupil when called to account for evil-doing, and when asked, as is often the case, "How came you to do that?" might truthfully answer, "I received my first hint towards it from you, sir!"

Such an exhibition of a teacher, tempting and provoking his pupils to departure from duty, and then calling them to account and punishing them for the same, seems to us very much like the man in the managerie, who goes about with his whip and pole, stirring up, irritating, and maddening the animals, that he may show the spectators his wonderful power over them, by dealing them blows and knocking them into the bottom of their cages.

MORAL.

Fellow-Teacher, lead not your pupil into temptation.

Mass. Teacher.

For the Common School Journal.

SYMPATHY IN SCHOOL.

IN all the "intercourse of men with brethren," there must be heart-communion, or there can be no real sympathy, or love, and consequently no *power for good*. We have as much kindred feeling for strangers in person, as for those with whom we may have associated, but whose feelings we can not penetrate, the undercurrents of whose natures we have never reached. If there is no point of common interest, after years of acquaintance, we are still *strangers* in the coldest sense of the word.

It is almost impossible to reach the hearts of some, or stir one emotion belonging to the better self; but it can be accomplished. As an instance, we give the experience of a friend:

"In traveling by stage, as I often do, between H. and this place, many times, for the lack of a better chance to gratify the social feelings, I have been obliged to chat with the driver, a lively little 'French habitant,' who for the want of a better friend, shows unmistakable signs of being in league with whisky. For a long time all my attempts to touch the man's better nature, proved of no use, so deep was it hidden under the selfish cares of the world, and habits of life to which he had for so long time been addicted. At last I hit upon a noble feeling which was not yet entirely smothered out even in this man's much abused nature. I would call his attention to every object of interest along the road, until his better nature for a time so entirely gained the ascendancy, that he appeared like a new man, and would notice with the greatest apparent interest, every squirrel, bird, and other interesting things, among the very many which nature is continually presenting to our view, everywhere. Although the trial cost much perseverance, it at last resulted favorably, and to my entire satisfaction."

Thus was a *sympathy* awakened, and a *power* gained, which promises to be salutary.

The true teacher must have a way of approach to the heart

of each one of his pupils; this is attainable, and without it there can be no permanent success: but the result is sure, for there is a way of access to every human soul—*find it*, and you shall *win* that soul.

It is not easy to say how this may be done; there is no prescribed process; but by careful watching, the door is found, through which a happy influence may be exerted.

The love of home, of kindred, or of country, is the sympathetic link between many hearts, but it is often that objects of less common interest form the center of the best feelings. Whatever that object be, evince your interest in it, and appreciation of it, and then lead the thoughts up to a *higher* one.

One teacher found that the key to the better feelings of her most obstinate scholar, lay in his love for a little yellow dog. By talking to him of that, asking questions of its habits, and patting the dog kindly, she gained the confidence of the lad, and as a result of this, his cheerful obedience, and earnest co-operation in her work.

And it may *often* be by means of a very insignificant medium, that you shall win the hearts of these precious little ones. Then study the native capacities and wants of those with whom you are dealing. To the desponding ever speak cheerfully, and check the ill-timed mirth of the gay. Above all, let none feel *neglected*, or have reason for a thought that they are less to you than other ones. This chills a sensitive spirit. It hardens the soft heart, quenches the yearning love, and "the frozen breath of apathy," seals up the soul's inner fountains.

"When God himself complained, it was that none regarded;

"And indifference bowed to the rebuke, Thou gavest me no kiss when I came in."

Then show to *all* that you understand and take an interest even in their most trifling joys or woes. And let it not be said that "Sympathy is lacking from the guilty such as we, even where angels minister."

BEULAH B.

WHISPERING.

A "TEACHER" asks "what is the best method of preventing whispering in school?" In answer we say that we know of no specific method, and can only give a few hints on the subject. Whispering is a great annoyance. Indeed, we may call it the "root of many evils" in school and the teacher who succeeds in preventing whispering, at the same time removes the source of many other annoyances. Hence the question asked by our correspondent is a very important one,—one in which every teacher has an interest. Whispering should not be allowed in school, and, if necessary, stringent measures should be used for its prevention or cure. We would give the following suggestive hints on the subject:

1. From the beginning take a decided stand against whispering. If possible, cause your pupils to feel that it is an evil, and make them interested to prevent it. By a few judicious and kind remarks the teacher may lead his pupils to see the propriety of efforts for its removal from school and secure from them a pledge or vote to aid in the same.

2. Keep a record of deportment, and if pupils whisper let it effect their standing.

3. Allow an opportunity for whispering at the end of each hour and thus remove all necessity for whispering at any other time.

4. Give pupils sufficient employment. Keep them busy and the temptation to whisper will be removed.

5. Make school pleasant and occasionally introduce, for a few minutes, some general exercise which will tend to relieve pupils from the monotony of regular routine exercises. Pupils frequently whisper without any intention of disturbing the school. It is a sort of "safety valve" for letting off a wearisome feeling caused by want of variety. A slight and brief change in the regular programme, by the introduction of some concert exercise, will often do good. Try it. In our next we will endeavor to suggest a few such exercises. Will some of our readers give us their views and experiences on this subject of whispering?

HOW SHALL PERFECT LESSONS BE SECURED?

THE above question is asked by a "Teacher,"—and it is a pertinent one, but we can give no unvarying method. The teacher must endeavor to bring various motives to bear. We have time now merely to say,—

1. Cause your pupils to feel that the lessons given them are not given as tasks, but as exercises for their good.
2. Make the recitations interesting. By means of illustration and anecdote awaken an interest in the subject, and increase a desire to know more.
3. Assign lessons that *can* be learned and then insist that they *be* learned. Make your pupils feel that you require of them no more than they can perform and then make them feel, by your persistent course, that you will not be satisfied with anything short of a good recitation.

4. Keep a daily record of the recitations for the inspection of visitors, and occasionally send a statement to parents.

Above all by your own interest and enthusiasm in school work, seek to inspire your pupils with a spirit of earnestness which will not allow them to feel satisfied at the end of a day if their lessons have not been well learned and accurately recited.

But, after all, it must be admitted that in nearly every school there may be found some pupils who are incorrigibly dull and listless, and in whom it will be almost impossible, in any ordinary way, to awaken any ambition or desire to learn. Make such a careful study and see if you can not find some avenue by which you may reach them and awaken an interest. Try your skill, and if your patience is tried at the same time, be careful not to let it become exhausted. The patient worker will find his reward.

ASK QUESTIONS.

WE would say to every teacher, "Encourage your pupils to ask questions,"—not captiously, but pleasantly and politely, for the sake of gaining information. We well remember

that when a pupil, we often desired a more clear or full explanation of some principle, but we never thought of asking for the desired information because we were not made to feel that we had a right to do so. Indeed, we had a sort of feeling that we might be laughed at if we asked questions. But now we view the subject differently and we would make a special effort to inspire pupils with a degree of confidence that would at all proper times lead them to ask questions in relation to any passing exercise or lesson. We recently visited a school and listened to a very good recitation. The teacher was kind and pleasant, and the pupils felt that he was their friend. If any point was not sufficiently clear, hands were raised, and some one, on being called upon by the teacher, would, in a very polite manner, say "I do not quite understand the subject, sir;" or, "Will you please tell me the meaning of —— &c., &c.?" We needed no better assurance that the school was a good one, and that the pupils would be filled with a desire to understand, and not be satisfied with mere words. Teacher, encourage your pupils to ask questions about the passing lesson. The best scholars will usually ask the most. It may not always be best to answer every question at the time it is proposed,—and it may not be well always to give a direct answer, but it will be best either to answer directly or to give some suggestive hints, with encouraging words, which will tend to lead the pupil to gain for himself the desired knowledge.

OFFICIAL DEPARTMENT.

IN the publication of the school laws in the last number of the Journal, there was a misprint in chapter ninth, and for that reason this chapter is inserted correctly here.

CHAPTER IX.

Towns shall have the same powers and be subject to the same regulations in taking land for school-houses, out buildings, and convenient accommodations for schools, as are by law conferred on school districts, as provided in sections twenty-four, twenty five and twenty-six, of Chapter III. of laws of 1856.

School districts and committees will do well to remember that no rate-bill or tuition fee on pupils residing within a district, can be legally assessed on such pupils, except by a specific vote of the district at a legal meeting warned for that purpose, and any rate-bill or tuition fee to be legal, must be assessed for the term and not collected on the daily attendance.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, Oct. 20, 1863.

DON'T TALK TOO MUCH.

How much mischief would be prevented in the world by the proper government of the tongue. We may indeed err by neglecting to speak when prompted by duty or kindness, but with most people the greater danger lies in quite an opposite direction. How many a public speaker have we heard who did not know enough to sit down when he had really said all that was worth saying. He had made a very good speech at the end, perhaps, of ten minutes, but became very tiresome in half an hour. No small amount of unhappiness in our common life is caused by the repetition of hasty or injudicious remarks, which ought to have been at once and forever forgotten.

But our motto has a special application to the school-room. We seriously believe that one reason why some teachers have no more personal influence over their pupils is because they are continually plying them with commands, entreaties and warnings. It appears somewhat like having too many rules for the government of a school, arousing a spirit of subordination and mischief by suggesting something to the pupil which he would otherwise have hardly thought of. Have you never visited such a school room, and have you not felt relieved to get out of hearing of the voice that fell on the ear like the incessant clatter of machinery? But it is not only tiresome, but frequently also a sign of weakness. To say to a school a dozen times a day that something "must

be stopped," that "it cannot be endured," is only a confession that you would like very much to have it otherwise but are really not able to bring it about.

Nor are teachers less liable than others to make themselves ridiculous by foolish and hasty speeches. Your pupils, fellow laborer, have feelings and sensibilities very much like your own, and may be made unhappy or perverse for weeks by some unfortunate remark that you yourself would not have spoken had you thought twice about it. Even in cases that require "heroic treatment" nothing is usually lost by taking a little time for deliberation. Besides these considerations, we should remember that "like begets like," and that whenever a teacher's manner is characterized by a good deal of noise and bustle there will be a corresponding degree of noise and confusion among the pupils.

Cultivate then, a quiet but earnest and decided manner. Be firm, but at the same time gentle, and avoid all fuming and scolding as undignified and unbecoming your profession. If you wish to correct any evil, state the matter clearly so that there may be no misunderstanding on the part of your pupils as to the nature of your requirement, and then visit the first infringement with prompt and impartial punishment. Depend upon it such a course of discipline will be more effective and satisfactory than any which admits of much talking but leaves the correction of offenses tardy and uncertain.—*R. I. Schoolmaster.*

For the Common School Journal.

DRAWING.

"PLEASE may I make pictures on my slate, I've learned all my lessons?"

Teacher, did you never hear that inquiry from the lips of a pupil? Or, perhaps, in passing around the room, your attention has been arrested by the slate of some pupil filled with curious drawings. Did you never yourself, in youthful days, draw houses with partitions plainly visible on the out-

side, with chairs and sofas of doubtful strength filling the rooms; or imitate Squire Jones' long nose in an elaborate profile? What does this picture love in children indicate, and shall its expression on slate and paper be allowed and cultivated, is the inquiry I would seek to make. The imagination in this, as in other respects, has been too much neglected in children. Picture drawing, if allowed at all, has been merely to occupy the attention of the smallest of the restless fingers. Let the child draw upon his slate or paper. What? Dogs with three legs, uncouth imitations of the human face and form, trees which are anything but graceful? Shall the time of the pupils be wasted in such nonsense? No, not this, but is there not need of training children in the common schools in the *first principles* of drawing? Teach them to make a *straight* line, and how these straight lines may be combined to form objects known and familiar to them; from this proceeding to *curves* and combinations of these, tell them that all the beautiful flowers, the houses, the children's faces, are but combinations of these simple lines and curves. What child will not be interested? And not only for the purpose of interest should the subject receive attention in our schools. As a means of improvement to the child, in cultivating accuracy of sight, as tending to develop imagination, and for very many kindred reasons it should not thus suffer neglect. It has been too long confined to the "finishing" of boarding school misses, who showed to admiring friends, landscapes and crayon heads, no small part of which was the work of the teacher, but adding to the accomplishments of the individual. The science in its simplicity has been overlooked, first principles have been neglected, children have yawned and whispered, dropped wearily asleep in the dull school room, because the teacher has forbidden, or knew not how to teach the making of pictures. Shall this continue to be? Can we not help in this to bring the science down into the every day affairs of the school room, or, rather, to bring the minds of little children up through varied lines and curves, into a higher plane of culture and sphere of action?

DO NT FRET.—BIDE YOUR TIME.

Is it a dark stormy day, every thing cheerless, and the atmosphere of the school room so thick and humid as to be almost without vitalizing power? *Do n't fret.* There will come up a sharp northwester soon, and the sun will shine with unwonted brightness.

Is your school room insufficiently warmed, and poorly furnished? Do you have every thing to do and nothing to do with? *Do n't fret.* Do the best you can. Things will come right by and by.

Do committees and parents interfere with you in your work? Is it your misfortune to be unappreciated? *Do n't fret.* Work. Let your light shine. If people do n't see it, it is not your fault.

Have you got a miserable class? Do you have to tell the same thing over and over again, and then after the twenty-fifth telling, find the scholars as ignorant as in the beginning? *Do n't fret.* Tell them twenty-five times more. May be the fiftieth blow will drive the nail home. If not, try the hundredth.

Do you have so many things to do, and meet with so many interruptions, you do n't know whether you are standing on your head or your feet? *Do n't fret.* Stop, and be sure you are on your feet; and then walk as steadily as you can.

Are you in a community where there is but little interest in schools? Are your scholars irregular in their attendance, rough in their exterior, careless in their habits? *Do n't fret.* You were sent there as a missionary, and you could not have a finer field to work in.

Is your salary inconveniently small? Does your friend in the next town get more pay for less work? *Do n't fret.* Do your work well, and by and by they will want you in the next town.

Finally, all things may be divided into two classes. First, *things that you can help*; secondly, *things that you ca' n't help.* To fret about the first would be unmanly; about the second would be utter folly: therefore, fret not at all. Bide your time.—*Illinois Teacher.*

SCHOOLMASTERS AS THEY WERE.

Dr. Drew, in recently addressing the students at the Kildare Street (Dublin,) training Institution, said: "It is only a few years since several gentlemen were employed by the government to visit Liverpool, Manchester, and other large towns, in order to ascertain the state of schools and teachers of an humble description. In a lane, they found a large attendance of boys at a school. While the gentlemen were putting various interrogatories to the schoolmaster, two men began to fight in the street. The master suddenly left his visitors, rushed to the door, and shouted to his delighted scholars, 'Boys, come along, here's a fight!' In a moment, the scholars and their teacher had disappeared, and the visitors, astonished and confounded, found themselves the solitary occupants of the deserted academy! On another occasion, they found a large number of boys in a school, under the superintendence of a teacher who appeared in no wise pleased with the intrusion and inquiries of his visitors. They inquired as to what branches he taught—Grammar? Yes. Arithmetic? Yes. Geography? Yes. Reading? Yes. Morals? 'Morals!' exclaimed the indignant teacher; 'morals? Certainly not; morals belong only to girls' schools.' From a state so degraded, ignorant and deplorable, we are gradually emerging."

PUNCTUALITY OF WASHINGTON.

When Gen. Washington assigned to meet Congress at noon, he never failed to be passing the door of the hall while the clock was striking twelve. Whether his guests were present or not, he always dined at four. Not unfrequently new members of Congress, who were invited to dine with him, delayed until dinner was half over; and he would then remark, "Gentlemen, we are punctual here. My cook never asks whether the company has arrived, but whether the hour has." When he visited Boston in 1789, he appointed eight

o'clock A. M., as the hour when he should set out for Salem; and while the old South clock was striking eight, he was mounting his horse. The company of cavalry which volunteered to escort him, were parading in Tremont Street after his departure, and it was not until the General reached Charles River bridge, that they overtook him. On the arrival of the corps, the General with perfect good nature said, "Major —, I thought you had been too long in my family, not to know when it was eight o'clock." Capt. Pease, the father of the stage establishment in the United States, had a beautiful pair of horses which he wished to dispose of to the General, whom he knew to be an excellent judge of horses. The General appointed five o'clock in the morning to examine them. But the Captain did not arrive until quarter-past five, when he was told by the groom that the General was there at five, and was then fulfilling other engagements. Pease, much mortified, was obliged to wait a week for another opportunity, merely for delaying the first quarter of an hour.

FINISH THY WORK.

Finish thy work, the time is short;

The sun is in the west;

The night is coming down—till then

Think not of rest.

Yes, finish all thy work, then rest;

Till then, rest never;

The rest prepared for thee by God

Is rest forever.

Finish thy work, then wipe thy brow;

Ungird thee from thy toil;

Take breath, and from each weary limb

Shake off the soil.

Finish thy work, then sit thee down

On some celestial hill,

And of its strength-reviving air]

Take thou thy fill.

Finish thy work, then go in peace,
Life's battle fought and won,
Hear from the throne the master's voice,
"Well done! well done!"

Finish thy work, then take thy harp,
Give praise to God above;
Sing a new song of mighty joy
And endless love.

Give thanks to Him who held thee up
In all thy path below,
Who made thee faithful unto death,
And crowns thee now!

British Friend.

For the Common School Journal.

SOME OF THE ELEMENTS OF GOOD TEACHING.

WE do not believe that good teaching always comes from following a fixed rule. Nor does it come from the closest possible imitation of others, however excellent they may be in their way. Nor is all good teaching exactly alike. Nor yet, do a perfect knowledge of subjects, and a perfect theory of education, and a complete stock of methods practiced with entire honesty of purpose necessarily secure it. All these may exist and still the essence of good teaching, the inner spirit which must inform and control all the outward machinery may be wanting. There may be—are there not too often?—all the appliances of power, but the one initial impulse to set the whole in motion. Still there are certain common signs by which it is always accompanied and by which it may be tested.

First, an intelligent recognition of the pupil's nature and of the purpose of his education. What is there in him to be drawn out? What capacity is there for receiving supplies? What, if any, are his native endowments, and how can they be used profitably? And what is he to be, when he is educated, which he is not now? To use the logician's term, what is the "differentia" between the child and the

man? It seems to be the plan of many—if that can be called a plan which is devoid of all pretence even of method, and which arranges itself according to the fortuitous events of its progress, to keep the child in school so many hours a day for so many years, and to keep him from all play and at some kind of mental work, learning tables, “ciphering,” spelling, no matter what, so he is not idle, and at the end of the term to set him adrift, not as having finished his education, but as being too useful or too big to go to school any longer. No two things have been put into their proper connection; no two thoughts have any relation as they lie in the mind. Very true, he has power; any mental exercise gives mental power. He is better off than if he had not been at school, for contact with truth in any form, however disjointed, is pretty sure to induce thinking, and thinking is sure to bear fruit in the character and life. But are the results commensurate with the time and toil expended? By even an ordinary appreciation of the child's nature and of his wants, and by even an imperfect adaptation of means to ends, could not the man have been put in more nearly complete mastery of his powers and have been made more capable of doing a good work in the world? Mere blows upon the anvil, or upon the heated iron lying on it, do not make tools, though they must give shape to the mass. Mere pounding and driving, mere hewing and sawing, do not result in a convenient house, though both tools and materials are “exercised thereby.” So mental work, though it be steady as the sun in its course, does not produce the best fruit of education, unless it have a wise reference to the pupil's nature and a wise adaptation to the purpose of all education. The learning of mental arithmetic, for example, is a good thing, undoubtedly, but the teacher ought to use it as an instrument for reaching a definite result in the child's development, and not alone as a good general gymnastic, from which a good general result is hoped. The teacher ought to have defined in his own mind by the strictest limit, what part of the aggregate result he expects to gain by this study, and what must come from some other. For then he would persevere not till a fixed point of time were reached, but till a

given result of power were attained. He would work with an intelligent and reasonable hope for a foreseen and attainable result, just as a man who had prepared his ground for a crop of corn, and had cultivated the growing blade, would not expect a crop of *any* sort it might chance, of wheat or of some other grain, but of the specific corn he had planted. And to carry out the analogy, this cultivation would prepare the ground for the next thing in succession, whatever it might be. And it would produce a better crop of *corn*, than if it had been carried on with only a general reference to crops, whether of grass or grain or roots, as might happen.

Now, the way to meet this end is to study the child. We must discover what he is, and what possibilities lie within him. We must know the human nature of which every school is full. We must acquaint ourselves with the range of power and of passions, of impulse and of motive, which lie in every child's mind, as the life is concealed in the seed, waiting for the condition of its unfolding. We must know some of the points of contact between the child and the truths we set before him, of some of the office of the organs by which he may receive and assimilate food. To work in entire ignorance of this is bad enough; to work in willing ignorance of it is worse, for it is without excuse.

(To be continued.)

October, 1863.

MILITARY TERMS—CONTINUED.

SALIENT. Any projecting point or angle in a fortification.

SALLYPORT. The chief entrance to a fort, to afford egress to bodies of troops, as in a sortie.

SALUTE. A discharge of artillery or musketry in honor of persons of rank. The rank is denoted by the number of guns fired. Also by striking colors.

SAP. A ditch constructed rapidly by the besiegers in advancing upon a besieged place. According to the dimensions, it is called a full sap, a flying sap, or a double sap. Those who make them are called *sappers*.

SECTIONS. Subdivisions of platoons.

SENTINEL. An individual of the guard who is posted to watch for the safety of the camp, and who paces on his post, always alert, holding no communication with any person unauthorized to approach him.

SERGEANT (*sargent*.) The highest grade of non-commissioned officers. Besides the sergeants, who form part of the company organization, in each regiment there is a sergeant-major, who assists the adjutant; a quartermaster-sergeant, who assists the quartermaster; and a color-sergeant, who carries the colors; and, at military posts, an ordinance sergeant, who has charge of the ammunition.

SHARPSHOOTER. One skilled in shooting at an object with exactness. Sharpshooters in an army usually direct their skill in attempting to shoot the officers and cannoniers of the enemy.

SHIELD. A broad piece of defensive armor; not often used.

SIEGE. The act of surrounding a fort or place with an army, with a view of reducing it by regular approaches. *Siege-train*,—the cannon, mortars, and other apparatus for conducting a siege.

SKIRMISH. A loose, desultory kind of engagement, generally between light troops thrown forward to test the strength and position of the enemy.

SORTIE (*sorte*.) A secret movement, made by a strong detachment of troops in a besieged place, to destroy or retard the enemy's approaches.

SPIKE. To close the vent of a gun with a nail forcibly driven in.

STAFF. The officers connected with headquarters.

STOCKADE. A line of stakes or posts fixed in the ground as a barrier to the advance of the enemy.

TATTOO. The drum-beat just preceding the retirement of troop, usually at half-past nine o'clock.

TIME. The regular cadence in marching. Common time is ninety steps to the minute; quick time, one hundred and ten; double quick, one hundred and sixty-five.

TERREPLEIN (*tareplane*.) The level terrace of a parapet on which the cannon are placed.

TETEDUPONT (*tatedepong*.) Works thrown up at the end of a bridge to cover the communication across a river.

TRAVERSES. Masses of earth thrown up at short distances in forts along the line of the work, to screen the troops from shot and shell fired in ricochet.

TRENCHES. The parallels dug by the besiegers in approaching a work.

TROOP. A company of cavalry.

TRUNNION. A pivot projecting from the side of a piece of ordnance by which it rests on the cheek of the carriage.

TUMBREL. A covered cart used for implements of pioneers or artillery stores.

VANGUARD. The body of troops constituting a guard, detailed from day to day, to march in advance of the army.

VIDETTE. Originally, sentinels on the farthest outposts, but now limited to mounted sentinels on outpost duty.

VOLLEY. A simultaneous discharge of cannon or fire-arms.

WINGS. The extreme divisions of an army—designated the right and left wings.

ZOUAVES (*zwarves*.) Light infantry troops having a peculiar dress, and trained to very rapid and extraordinary movements.

LOCAL AND PERSONAL.

ANSONIA. The schools of this place are well graded, and have appeared well in all our recent visits. Mr. Pond, the Principal, has been indefatigable in his efforts for their improvement. The other teachers are working cordially and faithfully, but it is impossible for the best results to be obtained in a primary school of ninety or one hundred children, crowded together on long benches and placed under a single teacher. Another room is needed, and better seats in all the lower departments.

WATERBURY. Our visit to these schools was very brief, but we had the pleasure of passing through all the rooms of the principal buildings with Mr. Lewis, the Superintendent and Principal of the High School. The grounds have been very much improved and enclosed by a substantial fence. We were particularly interested in looking through the rooms of the Catholic schools taught by four sisters, the Misses Slater. The neatness, quiet, and excellent deportment in these rooms, contrasted favorably with some parish schools we have visited.

NORWALK. We believe that this is the only place in the State which, after supporting a well classified graded school, has divided a large district and arranged for separate and distinct schools. The Union district, which for a time had one of the best schools in the State, has been thus divided. In the upper part of the district, a school of three grades has been in operation for several months. We believe the present teacher, Mr. Dumont, and his associates, are laboring faithfully to make the school the best possible, but they have many difficulties to contend with, and the school will not be what it might have been under the old organization and better classification. The house in the new district is now building, and we suppose no school will be opened, till it is completed.

BERLIN. East Berlin District. In visiting this school, a few days since, we were pleased with the method of conducting reading exercises. The enunciation was good, and there was life and earnestness on the part of the teachers and children.

WOLCOTTVILLE. We had the pleasure of looking through the schools of this village, in company with Mr. L. Wetmore, acting school visitor, and Mr. McLean, the principal of the High School. The schools are now better graded and appear to be more successful than for several previous terms. It is pleasant to see that the people of this place, in the revival of their business, have not forgotten their educational interests, but have provided well for their public schools.

MERIDEN.—We are glad to learn that the people of this enterprising town, have, by a very decided majority, voted to make their schools free. This is an important step in the right direction.

☞ We regret that we are again under the necessity of issuing a number without the expected aid,—and also that we are obliged to defer notices of some books and reports.

☞ We would call the special attention of our readers to our advertising pages.

INSTITUTES.

EASTFORD. The Institute at this place was a very pleasant one, and was attended by about seventy-five teachers, who manifested a most commendable spirit and endeavored to profit from the several exercises. Our Windham County friends are ever active and earnest in educational matters. To Rev. Messrs. Chamberlain and Bentley, and Mr. Skinner of the board of visitors, and to Mr. Bowen, the members of the Institute were under special obligation for kindly aid and encouragement.

DURHAM. The number in attendance at this Institute was unusually small, but there were several earnest and faithful teachers who contributed to make the occasion one of interest and profit. Mr. N. H. Parsons,—a teacher of long experience in Durham, was unwearied in his efforts to provide for the wants of the Institute. Mr. James Abbott, principal of the Academy, also rendered efficient aid, and gave evidence of being devoted to the interests of his profession. We welcome him to Connecticut, and wish him success in his new field of labor.

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WASHINGTON CITY, April 20, 1860.

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